

INSPECTION REPORT

FAIRCHILDES PRIMARY SCHOOL

New Addington

LEA area: Croydon

Unique reference number: 101784

Interim headteacher: Ros Sandell

Lead inspector: Frances Forrester

Dates of inspection: 4 – 6 May 2004

Inspection number: 256093

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 –11
Gender of pupils:	Mixed
Number on roll:	499
School address:	Fairchildes Avenue New Addington Croydon Surrey
Postcode:	CR0 0AH
Telephone number:	01689 842268
Fax number:	01689 849338
Appropriate authority:	Local Education Authority
Name of chair of governors:	Mrs Linda Cress
Date of previous inspection:	2/11/1998

CHARACTERISTICS OF THE SCHOOL

Fairchildes Primary School is situated on the eastern edge of Croydon on the border with Bromley. It is much larger than most primary schools. There are currently 465 full time children on roll aged five to eleven. Seventy-two children attend part-time in the nursery. There are more boys than girls in the school. Most children's attainment on entry to school when they are three years old is very low. Their social development and communication skills are very immature and they have very little idea about number. The school has 35 children whose mother tongue is not English, including nine who are at an early stage of acquiring English. The school also has 13 asylum seekers and refugees, and 15 children whose families are Travellers. The children come from a range of ethnic backgrounds that is wider than in many schools. These include White British, Black African, and Asian families. The school receives funding for supporting these children. There is an average percentage of children identified as having special educational needs. Two children have a statement of special educational provision. The number of children entitled to free school meals is well above average. The school received three achievement awards from the Department for Education and Skills for improving its performance over several years and it was also awarded 'Investors in People' status in 2002. It was previously part of an Education Action Zone and is now part of an Excellence in the Cities project. The school currently has an interim headteacher following the previous headteacher's promotion, this term, to an advisory post in another local education authority.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11590	Frances Forrester	Lead inspector	Foundation Stage, physical education and religious education.
9502	Rosalind Hall	Lay inspector	
18381	Gordon Ewing	Team inspector	Mathematics, information, communication technology, geography and history.
20959	Graham Lee	Team inspector	Science, art, design and technology, music.
23164	Penny O'Brien	Team inspector	English and special educational needs.
32414	Michelle Messaoudi	Team inspector	English as an additional language.

The inspection contractor was:

The Inspection and Consultancy Partnership

360 Lee Valley Technopark
Ashley Road
London
N17 9LN

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PART A: SUMMARY OF THE REPORT

Overall evaluation

This is a very good school, which does all it can to ensure that its children achieve very well. The standards of work in Year 6 are above the national average for this age group in most subjects. Members of staff are totally committed to giving the children a wide range of enriched learning opportunities. Teaching and learning are very good. The leadership and management are very successful, and the school is well supported by the governing body. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The school stimulates and motivates the children to learn really well. The teaching is very good. Staff have exceptionally high expectations and set challenges to ensure children work really hard and develop very good attitudes.
- There is outstanding support for the children to learn outside the school day through a wide range of additional activities, including opportunities for them to boost their attainment.
- The school provides very successful support for the children who are learning English as an additional language and for those who have learning difficulties.
- Many lessons are successful; the vast majority of lessons observed were good or better.
- There are too many children who are regularly absent from school which means teachers have to give them additional work to help them catch up.

The school has made very good improvements since the last inspection in 1998. Leadership and management have improved and the quality of teaching is much better as many lessons are very good. The children now have very good attitudes and behaviour; they work very hard. This has ensured standards have improved in most subjects. The school's curriculum is much richer and more stimulating. Members of staff provide the children with very successful support. The school has worked hard to improve the provision for children with special educational needs, and the provision is now very good. All areas for improvement identified in the previous report have been fully addressed. The school has a very good ethos and it now gives much better value for money.

Standards achieved

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	C	C	A
Mathematics	C	C	B	A
Science	C	A	A	A*

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Children achieve **very well** as they progress through the school. This means that, in the present Year 6, many are attaining above average standards in English and reaching well above average standards in mathematics and science. Standards in design and technology art and design, history and geography are good. The standards in information and communication technology and music are very good. The results of the national tests in 2003 were average in English and above average in mathematics and well above average in science. When these results are compared with other schools in similar circumstances, they are all well above average, and science results are in the top five per cent nationally.

The value the school adds to pupils' education between Years 2 and 6 is very high and places the school within the top five per cent of all primary schools. Procedures for monitoring children's performance are every successful and show that all children, even those who have poor attendance,

do as well as they can. However, their handwriting is not as good as their peers because they miss regular handwriting activities.

When the children first start school in the nursery, their attainment is very low; speaking skills are particularly poor. Despite very successful provision in the nursery and Reception classes, by the time they move into Year 1, few children are attaining the expected standards in communications, language and literacy and in mathematical development. Most children attain the expected standards in social and emotional, creative and physical development and in their knowledge and understanding of the world. The children achieve as well as they can but still need additional support in Year 1. The children who have learning difficulties and those who are learning English as an additional language make very good progress. They achieve very well because the teaching is very good.

The school has a very stimulating ethos and the children's personal qualities, as well as their spiritual, moral, social and cultural developments, are **very good**.

Quality of education

The school provides a **very good** education for its children. This is because the staff are totally committed to their school and do everything possible to ensure the children achieve the best standards possible. **Very good** teaching is having a significant impact on learning. Children are very well supported and encouraged to work as hard as they can, regardless of need. The school provides a stimulating curriculum. The Breakfast Club provides a wealth of different activities to motivate and enhance children's learning before school starts. Teachers give a great deal of time to supporting children's learning. They are particularly good at linking different subjects to make lessons more interesting. The school council is mature and influential; the school always consults the children about new developments. The Year 6 pupils show great initiative. They write, produce and perform in school productions, such as musicals. This year they have published a newspaper called 'Tenacity Times'. The school is particularly successful at providing for the creative arts by allocating time and specialist support. The steel band is a great opportunity for the children to perform music to a wide range of audiences and it also raises significant funds for the school and local charities.

Leadership and management

Leadership and management in the school are **very good**. There is a good governing body. The interim headteacher and deputy headteacher work very closely with the senior management team and governors to ensure successful strategies are in place for continually improving the school's performance. The school evaluates its own performance very accurately, and the professional development of the staff is a high priority. As a result, the school has been recently awarded 'Investors in People' status. The governors are very committed to the school. They have a good knowledge and understanding of its strengths and weaknesses. Governors challenge and support the senior management team and value the staff's significant commitment to the school.

Parents' and pupils' views of the school

Parents believe the school is successful, and their children agree. Parents really value the contribution members of staff make to their children's achievement. The pre-inspection meeting and questionnaire responses show that parents are very proud of the school's performance and the wide range of stimulating activities that help children learn. Parents who speak other languages are particularly delighted with the school's support, and many recognise that their children speak better English than they do. Parents say they have a good partnership with the school, but there are too many who do not support the school's attempts to promote good attendance. This means the contribution of parents to their children's learning is only satisfactory.

Improvements needed

The most important things the school needs to do are to:

- Improve the quality of teaching in a few lessons so that they are all at least good;
- Work with parents to raise the level of attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Many of the children first start school with poor speech and a very limited knowledge of literacy and numeracy. By the end of the Foundation Stage in the Reception classes, their attainment in literacy and numeracy is still below national expectations for this age group. By the end of Year 2, the school has been able to improve on this, so that standards are almost average in speaking and listening, and average in reading and writing and science. In mathematics, their standards are good and their computer skills are well above the expectations for the end of Year 2. This improvement continues during Years 3 to 6. By the end of Year 6, standards are well above average in English, mathematics and science. They are well above the national expectations in information and communication technology and music, and above in art, design and technology, geography and history. The school does well and children's achievements over time are very good.

Main strengths and weaknesses

- There are high standards in English, mathematics and science.
- Foundation Stage children make very good progress.
- Children with English as an additional language make very good progress and they often exceed the standards of their classmates.
- Children identified as having special educational needs make very good progress in relation to their abilities.
- Children reach very good standards in the creative arts including music. The steel band plays an important part in the life of the school.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003 (2002)

Standards in:	School results	National results
Reading	15.3 (13.5)	15.7 (15.8)
Writing	15.1 (13.0)	14.6 (14.4)
Mathematics	16.7 (15.6)	16.3 (16.5)

There were 72 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2003 (2002)

Standards in:	School results	National results
English	26.7 (26.7)	26.8 (27.0)
Mathematics	27.6 (26.7)	26.8 (26.7)
Science	30.7 (30.0)	28.6 (28.3)

There were 68 pupils in the year group. Figures in brackets are for the previous year.

1. Over the last few years, the school's performance in national tests has increasingly improved. Indeed, the 2003 results in science in Year 6 were in the top five per cent nationally. Furthermore, when the improvement in standards between Years 2 and 6 is analysed, the results

are impressive and all three subjects are in the top five per cent nationally. The overall picture is of a school that is doing very well for its children.

2. The National Literacy and Numeracy Strategies have been implemented most successfully and the imaginative teaching is having a very positive impact on children's achievements in these subjects. The school carefully analyses all its results in national tests. It tracks the progress of individual children and responds positively to any emerging issues. It expects its results in the 2004 national tests to be high.

3. The nursery and Reception classes provide children with a very good start to school life. The very good provision for language, literacy and communication, and mathematical development, ensures that, despite very low attainment, the children become increasingly confident and curious about their activities. They make very good progress, but most do not attain the early learning goals¹ in these two aspects. In the other aspects: personal, social, emotional development, creative and physical development, and in developing a knowledge and understanding of the world, most successfully attain these early goals for their age group by the time they move to Year 1.

4. Lesson observations and scrutiny of children's work show that, by the end of Year 2, standards are average in English and science. In mathematics, art, design and technology, music, history and geography they are good. By the end of Year 6, standards in speaking and listening are broadly average, and reading and writing are above average. In mathematics and science, the standards are well above average. Standards in art, design and technology, history and geography are above those expected nationally. In information and communication technology in Years 2 and 6, the standards are well above national expectations. By the end of Year 6, children also have very good standards in music. The standard of religious education meets the requirements of the locally agreed syllabus. It was not possible to judge the standards in physical education as too few lessons were observed to give an accurate picture across the school. Inspectors noted that children work really hard and they are proud of their efforts. Knowledge, skills and understanding are built up in a systematic way. As a result, children's achievements over time are very good.

5. Standards in music are very good. The subject plays a significant part in the life of the school, and children are presented with a wide and exciting range of musical experiences. The steel band is extremely popular with the older children and many of the junior children play a steel drum. The band performs at different venues including the Notting Hill Carnival. Its performance is polished and of a very high standard.

6. The school ensures the good achievement of the children who have long absences because of family visits overseas or because they have travelling backgrounds. Inspectors scrutinised examples of their work in English, mathematics and science and found no evidence of these children underachieving. They had also covered a fair amount of work. It was noticeable, however, that handwriting and presentation was not as good as that of their peers. The staff do all they can to help the children to catch up.

7. The children who are learning English as an additional language do as well as their peers. In fact, many achieve so well that they become higher attainers when they reach the junior stage. Their achievement is very good considering the point from which they start. The school monitors attainment by ethnic group and there is no evidence of any underachievement between different groups. Parents told inspectors they are delighted with the school's language support. They say their children are learning to speak English confidently.

8. The children with special educational needs achieve very well. They make very good progress and attain standards according to their individual ability. This is due to the very good support from teaching assistants and learning mentors. The school has detailed individual education

¹ Early Learning Goals are nationally agreed targets for children to reach by the end of the Reception class. They cover personal, social and emotional development, communication, language and literacy, mathematical, creative and physical development, and knowledge and understanding of the world.

plans with realistic targets for improvement. The teachers are well aware of these targets and ensure there are opportunities built into their planning for reinforcing learning. The school carefully monitors the children's progress, and very successful assessment procedures are in place to quickly note any child who is underachieving.

Pupils' attitudes, values and other personal qualities

Children's attitudes to the school are very good. Behaviour is also very good in and around the school, and children clearly enjoy their day-to-day school life. Attendance is unsatisfactory and it is only slightly better than in the last inspection.

Main strengths and weaknesses

- The school's efforts to stimulate in children a desire to learn are excellent.
- Children's attitudes to learning are very good and they take a keen interest in school life and the range of activities provided.
- Children's behaviour is very good, as are relationships with each other and staff, leading to a racially harmonious community.
- Children are very involved in shaping the life of the school and contribute fully to the school's social and educational programme. This is a real strength of the school.
- The very good personal, social and health education programme develops a very strong sense of enterprise and responsibility in the children.
- The children's attendance is not good enough and is unsatisfactory, even though the school goes to great lengths to promote good attendance.

Commentary

9. There is a very happy and purposeful atmosphere around the school. Children are polite, listen attentively, and show respect for the feelings, values and beliefs of others. A very good example was observed in a Year 3 science lesson where children were discussing how to care for their teeth. They initially shared their ideas in pairs before reporting back to the rest of the class. Every child was engaged in the discussion and listened carefully to other children's answers. In the main part of the lesson, they used the shared vocabulary and ideas in designing their posters for promoting healthy teeth. As a result, the children were very confident in talking about different types of teeth and how diet affects dental health.

10. Children speak very positively about their school, and parents' views confirm this. One Year 6 school council representative described the school as 'perfect'. Children and staff work really well together in creating a very strong sense of community. The school council plays a leading role in improving the school environment and in organising a range of activities for younger children. These activities contribute to the stimulating learning atmosphere around the school.

11. The school has high expectations for children's conduct and works very hard to achieve them. The 'You Can Do It' culture helps to create a sense of purpose and achievement, and children respond positively to the challenges presented to them. Children from minority ethnic groups, and those who are learning English as an additional language, show the same positive attitudes to school as their peers.

12. Children's various roles in the school, from class monitors to members of the school council, teach them to have the confidence to manage projects with little adult assistance. For instance, they have written to garden centres to request plant and flower donations to improve the playground. The children interviewed could appreciate the emphasis the school puts on persistence, one of the four keys of the school's ethos. They also showed an excellent sense of responsibility towards others, such as when they planned alternative sports events for the younger children so the latter would not feel left out from the football tournament.

13. The school works very hard to promote good attendance and uses a range of strategies to encourage all children to attend regularly. The Breakfast Club is an excellent example of effective practice. Funded by an 'Excellence in Cities' grant, the club very successfully involves parents in bringing children into school. In addition to the provision of a hearty breakfast, a range of play and educational activities is carefully planned to engage parents and children in the life of the school. During the week of the inspection, over 70 breakfasts were served daily and children participated in activities including art, reading, thinking skills, homework support and revision for national tests. Children from four to 13 years old were actively involved, and parents had the opportunity to socialise and meet staff in a relaxed and welcoming atmosphere. Parents and children interviewed spoke highly of this provision and confirmed that it helped considerably in maintaining attendance.

14. Attendance remains unsatisfactory, however, because a significant number of parents continue to take family holidays during term time.

Attendance in the latest complete reporting year (92.4%%) 2002/03

Authorised absence		Unauthorised absence	
School data	7.6	School data	1.9
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

15. Children's spiritual, moral, social and cultural development is very good. Right from the start when children are admitted to the nursery, their personal social and emotional development is very successfully promoted so that by the end of the Reception classes, they attain the early learning goals for this aspect of the provision.

16. Spiritual development is promoted well when children are guided in appreciating the world around them and through participation in thought-provoking lessons such as music, art and literacy. Moral development is excellent and the children are taught to understand right from wrong. The school develops children's social skills very successfully by constantly encouraging them to work collaboratively and to take responsibility for their learning and for their community. A very wide range of visits, including residential camps, provides valuable experiences of the outside world and underlines the importance of contributing to community life. A very good programme of cultural activities organised by staff and children, including drama, music, art and an annual talent show, enriches the cultural life of everyone in the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education. The quality of teaching is very good and the learning opportunities which are provided in the curriculum, are also very good. The school's provision for children's care, welfare, health and safety is very good. The partnership with parents is very successful.

Teaching and learning

The quality of teaching in the nursery and Reception classes is very good. It is also very good overall throughout the school. The assessment of children's progress is very good, ensuring they achieve very well from their prior attainment.

Main strengths and weaknesses:

- The teachers give excellent encouragement and support to the children.
- The staff have exceedingly high expectations and they give them demanding challenges which stretch them.

- The quality of the provision of support for the children who are learning English as an additional language or those with special educational needs is very good.
- Support staff make a very successful contribution to children's learning.
- The school's assessment procedures are very good and are used effectively to help plan and deliver lessons.
- The very few lessons which were only satisfactory, could have been more stimulating.

Commentary

Summary of teaching observed during the inspection in 55 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	30 (53 %)	19 (33 %)	7 (12%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

17. The quality of teaching overall is very good and this enables children to achieve very well. You can see from the table above that almost 90 per cent of the lessons were good or better and over half were very good or excellent. This is a significant improvement on the previous inspection when the teaching was judged to be good, but some lessons were unsatisfactory.

18. The quality of teaching in the nursery and Reception classes is very good. The staff provide an imaginative range of activities for the children to cover and this a major factor in enabling them to settle quickly and happily. The teachers and support staff are very sensitive to the needs of young children and they know how they learn best. For instance, they often ask the children questions such as, 'What do you think happens next?' when they read a story to promote speaking and listening as well as literacy skills. Children are presented with a really exciting learning environment that stimulates them to want to get involved. The favourite outfit to dress up in the nursery is a space suit, while Reception children play at shopping in a Garden Centre, dressed up in hats and coats with garlands of flowers around their necks. The activities are very well organised and the way staff move from one activity to another seems effortless. Creative activities are planned to capture children's interest and imagination. A good example of this was a sand tray with toy dinosaurs. The nursery nurse said it was feeding time and quickly the children were absorbed in collecting newly mown grass to feed to the dinosaurs.

19. The children are given lots of opportunities to learn that writing is a good form of communication. Sparkling pens and pretty notebooks attract young fingers and encourage 'mark making'. The staff have recently introduced children's individual portfolios where examples of work, assessment information, photographs and other information can be stored. These files are accessible to parents as well as the children and, during the inspection, two little girls proudly showed off their portfolios to an inspector and delighted in pointing out their friends in the photographs. Teachers have high expectations of what can be achieved, but most children will not reach the early learning goals in communication, language and literacy and mathematical development due to their very low attainment on entry. Children's skills, knowledge and understanding are developed really well, especially their ability to make choices for themselves and to work on their own. The quality of the support staff is very good and this means the children achieve as well as they can.

20. Throughout the school, assessment procedures are very good. The staff track the children's progress very carefully, and individual targets for improvement are agreed. The teachers' planning ensures that the information they gain from assessment is used to challenge and motivate the children to work hard. There is little chance of any children falling behind.

21. Very good teaching was seen in English, mathematics and science, as well as in information and communication technology, art and design, music, physical education, religious education and citizenship. The specialist music teacher, who successfully motivated a Year 4 class to perform really well, achieving high standards, led one excellent lesson. All lessons begin promptly and include a good mix of class teaching and practical work. One very good example of this was in a religious education lesson in Year 6. Before the lesson started, the children had been revising work on the Buddhist faith. The main activity in the lesson was for them to write out the Buddha's story as a play, which they then acted out in groups. The activity was lively, and some of the children acted with great expression and drama. This made the lesson fascinating for the rest of the class to watch.

22. Of the seven satisfactory lessons observed, two were small groups, working away from their class on specially planned support. The other satisfactory class lessons had strengths but also some minor weaknesses. The children learned new skills and they achieved appropriately. They also had good relationships with their teacher. The weaknesses mostly involved some part of the lesson where there was evidence of challenging behaviour. In one case, this was made worse by intervention from a teaching assistant who spoke to children inappropriately. The children were not always kept on task and the work set did not build sufficiently well on previous learning. The activities sometimes were not well matched to the children's different levels of ability. Consequently there were occasions when there was lack of challenge for the higher attainers or few suitable activities for the less able who struggled with the work. These lessons had a slower pace than the successful lessons. One physical education lesson would have been much improved if there had been opportunities for the children to evaluate their performance. Within the context of a very good school with strong teaching, these lessons stand out.

23. Staff are totally committed to raising children's standards of achievement. They take every opportunity to give them extra tuition and support. The Breakfast Club provides older children with time for further research in the library or with computers to complete homework from the previous night. There are also booster clubs, such as the mathematics club, and children try hard to attend each week to improve their rate of achievement. The school recognises individual children who really try to catch up on their work and to do as well as they can. Assemblies are used to give awards and teachers' commendations and are seen by the children as positive rewards for their hard work.

24. Support staff make a very valuable contribution to children's achievements. Homework is used very effectively to reinforce and extend children's learning. In the best lessons, there is a sense of real purpose, expectations of what children can achieve are high, and they are often fully engrossed in the tasks set. Children's behaviour and attitudes towards work are very good and this has a positive impact on their progress.

25. The quality of teaching for the children who have special educational needs is usually good, and often very good. Teachers and teaching assistants working with children on additional programmes, such as reading recovery and literacy support, have very good relationships with the children and very good knowledge of phonic and specialist programmes. Children work at a good pace and with enthusiasm because they are well motivated by the staff. The children are often taught in small targeted groups with work carefully matched to their individual education plans. Sensitive support ensures that the children play a full part in lessons, and work is often modified to suit children's capabilities. The overall emphasis the school places on the importance of speaking and listening is very valuable for these children. Teachers manage the work of other adults well. There is good and regular assessment of children's work against clear targets. As a result of these different types of intervention, children with special educational needs make very good progress.

26. Children who learn English as an additional language learn very well, because teachers give them very good support and create a warm, welcoming environment in which they feel confident to contribute. The school's focus on developing children's speaking and listening skills is very helpful to those learning to speak English as an additional language who also benefit from an accelerated

reading programme. They achieve very well because teachers and support assistants assess their reading skills at regular intervals. This helps teachers tailor the work planned for them.

The curriculum

The school provides a good curriculum in Years 1 and 2 and a very good curriculum in Years 3 to 6 where the enrichment through learning outside of the school day is very successful. Links between different subjects are very strong. The school has good quality accommodation and resources.

Main strengths and weaknesses

- The school plans the curriculum very well and has developed a broad curriculum with good links between subjects, well supported with practical experiences.
- The school makes very good provision to ensure all the children have equal access to the curriculum. The particular needs of children from Traveller heritage and the children with English as an additional language are met very well. The provision made for the children with special educational needs is also very good.
- Support for learning outside the school day is excellent and a strength of the school. This makes a significant contribution to children's attitudes to school and to their attainment. Out of hours provision also serves the needs of the community and promotes strong relationships with parents.
- Teachers and support staff are well qualified and very committed to the success of the children. This is shown in the additional time they spend with them to ensure they achieve their potential.
- Personal, social and health education is a strong feature of the school.
- The children who learn English as an additional language receive very good support.

Commentary

27. All subjects are carefully planned and all legal requirements are met. While there is an emphasis on the core subjects of English, mathematics, science and information and communication technology, the broader curriculum has been developed very successfully. Imaginative and meaningful links are made between subjects, and the children make good use of their skills across a number of subjects. For example, they design a tourist information leaflet for Hampton Court. This requires children to use skills learned in English related to understanding persuasive language, literacy skills to write correctly, research skills in history, historical knowledge and, finally, information and communication technology skills to produce the pamphlet.

28. There is very good provision for children with special educational needs. This is an improvement since the last inspection. Clear procedures ensure that the children are identified early if they do not make expected progress, or if their behaviour is a barrier to learning. Individual education plans are detailed and practical. Targets are broken down into small steps that are achievable in the time given for them. There is very good communication between teachers and teaching assistants, who use the plans very successfully to support children, who as a result make very good progress in most lessons. Great care is taken to ensure children understand and participate in lessons, and this is key in ensuring that the children achieve as well as they can. Where children are withdrawn for additional support, good care is taken to ensure they do not miss their entitlement to a broad curriculum.

29. Nursery children and those who are in the Reception classes learn through a rich and stimulating programme of activities. The curriculum is very good and members of staff skilfully enhance activities with imaginative and innovative ideas. The children benefit from this and despite many having very immature speech, they become confident and eager to learn.

30. Support for learning outside the school day is excellent. The award-winning Breakfast Club is of very high quality with much thought given to the presentation of the room and the food. A variety of well resourced games and activities suited to the different ages of the children are available, and this ensures a very good start to the day for the children who attend. It is very popular. In addition, adults support children with homework, and revision opportunities are provided for Year 6. There is also a good range of additional activities at lunchtimes or after school, including art, football for

younger children, the steel band, dance and drama. There is a wide range of educational visits, including residential trips for older children. This excellent provision makes a significant contribution to children's personal development, their attitudes to school and their attainment.

31. The well-qualified and committed staff ensure all children are supported very effectively. Teaching assistants are very well trained and as a result the support they give to all children, but in particular to the children with special educational needs, is very effective and it enables the children they work with to make very good progress. New initiatives have been added to the curriculum since the last inspection as part of the work of the local Education Action Zone project. As a result, the school has developed a comprehensive and integrated approach to speaking and listening.

Care, guidance and support

The school's procedures to ensure the children's care, welfare and health and safety are very good. The pastoral care of children is a significant strength of the school and is supporting the aspirations and achievement of the children very well. The children have a voice in determining improvements to the school through the very effective school council.

Main strengths and weaknesses

- The good and trusting relationships throughout the school are excellent.
- The very good pastoral care is focused on ensuring that, wherever possible, all barriers to children's learning are removed.
- The school council is very effective in giving children a role in running the school.

Commentary

32. A health and safety policy that takes into account risk assessments has been implemented and action is taken promptly to address any issues. Currently all staff have been trained in First Aid and detailed records are kept of any accidents. Child protection procedures are clear and staff are aware of them.

33. The level of pastoral care is high and this has a very positive impact on learning. All who work at the school know the children very well as individuals. Members of staff willingly take time to listen to their ideas and concerns. The school is fortunate in having volunteer counsellors on site from a charity that works with individual children with emotional or behavioural difficulties on a one-to-one basis. This work is co-ordinated well and is complemented by the work of the learning mentors. The learning mentors are enabling more children to access the curriculum by, for example, improving their confidence or study skills. Two speech and language therapists work at the school in the Foundation Stage and Years 1 and 2 and a member of staff has been trained to support older children in this area. The behaviour support team also works with individuals or groups of children. There is very good communication between all who work at the school with these outside agencies which ensures that this support is targeted in the most appropriate way.

34. The school has an award-winning Breakfast Club, which is regularly attended by 70 children. As well as providing a full breakfast menu, there is a variety of creative activities available and children can use the library and computers for homework or for pleasure. Lunchtime provision has also been carefully considered and, in response to a request from parents, the school runs its own catering arrangements. The meal is unhurried and provides a very good opportunity for children to develop social skills. The playground is well supervised and lunchtime assistants initiate and involve themselves in children's games. The 'Place2Talk' staff offer support for those children who find playtimes more difficult socially.

35. Induction procedures into the nursery are very good; each child is visited at home before they start, and time is taken to ensure that children settle in well. The nursery staff are welcoming as parents bring their children to school. They encourage them to play with the children for a while.

The school has held 'Parenting Classes' for young parents, and there is currently a popular 'Drop In Centre' that is held twice a week for parents and their toddlers.

36. Children with special educational needs receive very good support and guidance. Individual education plans are reviewed regularly, often termly, and parents or carers have regular opportunities to discuss their children's plan. Children have a good understanding of the purpose of additional support, and value their relationship with both teachers and teaching assistants. They know about the targets they are working towards in general terms. Statements of special educational needs are reviewed annually with parents or carers.

37. Teachers, teaching assistants and learning mentors give very good support to the children who are learning to speak English as an additional language. The specialist language teacher who visits the school two days a week gives up additional time to provide extra support for the children. Refugees settle well because the school works in partnership with outside agencies to meet their specific needs.

38. The school council is a strength of the school. The children organise it themselves and have initiated projects, such as the paper recycling system, successful requests to local nurseries for donations of plants and flowers to upgrade the playground, art competitions and football tournaments.

Partnership with parents, other schools and the community

The relationship the school has developed with parents is very effective and supports both children and their families well. The links forged with the community and other schools are very effective in enriching the experience of the children.

Main strengths and weaknesses

- The school works hard to involve parents in their child's learning and gives very good information on their progress.
- The links with other schools and the community support the children's learning and the professional development of staff very well.

Commentary

39. Parents receive very good information about the life of the school and the curriculum taught, through newsletters and a detailed prospectus. The written information is supplemented informally by regular contact, as parents are welcomed into school at the start of each day and formally at parents' consultation evenings and at Family Learning Days. A detailed annual report gives parents a good understanding of the progress of their child. Links are established even before the nursery home visits take place, as the school hosts a twice-weekly Drop In Centre for parents and toddlers. Parents are encouraged to attend Family Learning Programmes, and a local charity (the 'Place2Be') team has outreach workers working with families to improve parenting skills. A number of parents help in school, and there is an active Parent-Teacher Association, which raises funds for the school and has purchased climbing frames for the playgrounds and a water bottle for each child. The school regularly consults parents about its strengths and weaknesses; every two years a questionnaire is sent out to parents and the responses are fed into the school improvement plan. Most parents are supportive of the school and assist in their child's learning, although some parents do not ensure their children attend as often as they should.

40. Business links are effective. For example, one business supported the Healthy Food Week and the development of the Reception class playground through the building of a maze. The local police run the Young Citizens programme that is attended by all Year 6. The school nurse contributes to the school's programme for personal social, health and sex education.

41. Parents are alerted at an early stage when the school identifies a child who is not making expected progress. There is good information for parents, and verbal advice as to how they might support their child at home. The school offers good support and regular contact, which is taken up by a number of parents. The children taking part in the reading recovery programme have regular focused homework, which the majority of parents are happy to supervise.
42. There are very productive links between the school and the parents of the children who are learning English as an additional language. The parents are kept well informed about their children's progress and they are helped to consolidate their children's work at home.
43. Arrangements for secondary transfer are very good. There is a good sharing of information between the two schools to allay children's concerns about their new environment through visits and work with the learning mentors from Fairchildes Primary. The 'Place2Be' team runs sessions that concentrate on easing the transfer for a group of children who are likely to find the move more difficult. The local programme for gifted and talented children shares good practice between the schools and, as part of its links through the Excellence In Cities cluster, work is being undertaken collectively to improve speaking and listening skills through a wide and varied programme of activities. In this way, children's experiences are enriched and staff are developing their teaching skills further.

LEADERSHIP AND MANAGEMENT

The leadership and management of the interim headteacher, deputy headteacher and key staff is very good. They successfully work in partnership with a good governing body. Following the very recent resignation of the previous headteacher, they have continued to move the school forward. The senior management team has very successfully influenced the high quality of teaching and learning. These are major factors in raising and maintaining high standards of achievement within a rich and stimulating curriculum and overcoming the barriers to achievement.

Main strengths and weaknesses

- The clarity of vision, sense of purpose and high aspirations of key members of staff ensure that children have good standards of work and achieve very well.
- Leaders very successfully inspire, motivate and influence the performance of staff and the children.
- The school is exceedingly successful in retaining high quality staff as well as providing high levels of professional development, which is having a successful impact on the school's stability.
- The governing body is good and highly committed to maintaining high standards.
- The school's attendance is not good enough, despite the school having very good procedures in place to reduce the number of children who are regularly absent.

Commentary

44. The school's performance has been improved most successfully since the last inspection. The senior management team and key members of staff have a clear vision for the school and very high expectations. The interim headteacher and deputy headteacher make a very strong team. The roles of subject co-coordinators have been greatly improved since the last inspection. They are very successfully influencing the very good provision in a wide range of subjects. The staff are very enthusiastic about their roles in the school. All members of staff are highly committed to the children. The quality of support staff is very good, and they too have a positive influence on attainment. The school's hard work and high level of commitment has paid off and it successfully ensures the children achieve so well. This is also ensuring good achievement of those children who have long absences because of family holidays or visits to relatives overseas, or because they have travelling backgrounds.

45. The school is exceedingly successful in its recruitment of new teachers, while retaining senior staff with strong teaching ability. This has had a successful impact on the school's stability, particularly at the current time while a new headteacher is appointed. There is very good staff development, which has greatly improved the quality of teaching and learning since the last inspection. The school has been awarded 'Investors in People' status in recognition of this. The school has very successfully ensured that children learn through a rich and stimulating curriculum and very successful teaching. Expertise within the school is utilised fully, and staff responsibilities are allocated accordingly. Other skills in the creative arts enrich the programme of activities. This makes the children confident to perform in front of an audience and it helps them achieve very well in many subjects.

46. The governors are supportive and committed to the school. Together with the senior management team, they make major contributions to the school's development plan that shapes the vision and direction of the school. Governors have a clear idea of the school's strengths and weaknesses, and a drive to work for the best performance possible.

47. There is very good leadership by the school's special educational needs co-coordinator, who has very efficient systems for ensuring the Code of Practice requirements are met fully. Training for staff on writing individual education plans and regular monitoring to ensure they are useful practical documents have led to very good improvement since the last inspection.

48. The very successful co-coordinator for the provision of support for the children who are learning English as an additional language liaises with staff, outside agencies who give support to refugees and learning mentors and families to deliver cohesive support. A recent review of staff deployment has led to the decision to increase the teaching time of the specialist teacher to meet the needs of the increasing intake of children who are learning English as an additional language.

49. Despite the school having very good procedures in place to reduce the number of children who are regularly absent, attendance is unsatisfactory. Parents are very proud of the school. They say the staff are always ready and willing to talk with them about their children's progress. There are some parents who help in school, and the Parent-Teacher Association raises funds for various initiatives to support the children's learning. The views of parents are sought to identify improvements in the school. For instance, the school dinners were recently taken over and managed by the school itself. Parents say the school sought their opinions about the menus for the new school meals and their comments were taken into account in the new plans.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,571,700	Balance from previous year	119,688
Total expenditure	1,607,501	Balance carried forward to the next	83,887
Expenditure per pupil	3238		

50. The school administration of finance is very efficient. It has very successful procedures in place for long term strategic planning, and very good financial procedures. The principles of best value are very successfully applied to all aspects of the school. This has resulted in very good standards of achievement, a rich curriculum, very good teaching and very successful leadership and management. The school provides very good value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Foundation Stage is **very good**.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **very good**.

Main strengths and weaknesses

- Positive relationships and very good role models enhance children's social development.
- Children increasingly develop their confidence and self esteem.
- There are lots of opportunities for children to make choices and to play happily together.

Commentary

51. In both the nursery and the Reception classes, there is a wide range of activities for enhancing children's personal, social, and emotional development. This is a priority area for development, as many of the children find it difficult to share and take turns when they first start school. Very good teaching, in particular the high quality of relationships between the children and the staff, together with the sensitive management of behaviour, leads to very good progress for all children in this area of learning. The management of children's behaviour seems effortless in this supportive ethos. Children develop well and, despite low attainment, they are curious and confident to talk to visitors. The activities are carefully planned to stimulate and excite young children's minds. For instance, the activities for children to role-play and use their imagination are planned to be relevant to their age and interest. A good example of this was observed outside the Reception classes where the children have a 'Garden Centre'. They pretend to purchase plants and take turns at being the shop assistant. Many opportunities are provided for children to choose their own activities. In the nursery, the staff are very sensitive to children who lack a positive self-image and find it difficult to concentrate for long. The very good provision ensures most children will attain the early learning goals for their personal, social and emotional development by the end of their time in the Reception class.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is **very good**.

Main strengths and weaknesses

- There are lots of opportunities for the children to 'mark make' and to pretend to write for a range of purposes.
- The staff make certain there are lots of opportunities for children to talk with an adult.
- Imaginative and stimulating resources encourage children to understand that writing is a good form of communication.
- There are many rich opportunities to share a wide range of books and to develop an interest in reading.

Commentary

52. When the children start attending the nursery, most have low attainment and immature speech. The very successful provision and high quality teaching are having a positive impact on children's learning. The nursery and Reception classes successfully provide a really wide range of

activities to develop speaking and writing. All staff talk carefully to the children to provide good language models. They ask lots of questions to stimulate their language and to develop their vocabulary. This enables children to make good progress, despite having poor language development and limited vocabulary when they first start school.

53. In the nursery, the role-play areas really help children to develop their language skills. For example, the staff provide a wide range of dressing up clothes that children can use to play in an imaginative way. Staff regularly share a favourite story such as 'The Bear Hunt' with a small group of children. They constantly repeat the text and ask questions in order to assess children's understanding. This successfully promotes children's interest in the sounds of letters that start different words. Members of staff encourage the children to make their own books, and they insist children think carefully about what it is they would like to say on each page. They know that most children cannot write more than a few letters but successfully promote in children an interest in books and a love of listening to stories and 'writing' freely and regularly as part of their play.

54. The Foundation Stage staff are highly skilled at planning to use the unexpected or exciting to promote spontaneous language. For example, in the Reception classes, sparkling pens and attractive notebooks encourage the children to write independently. A space suit is one favourite outfit for dressing up and engaging in imaginative play in the nursery. Surplus diaries are often used in play activities in all Foundation Stage classes. The children pretend to write notes and shopping lists or letters to friends and visitors. The children talk a lot to each other and to staff. They use facial expressions and gestures to compensate for lack of vocabulary. The staff's high expectations mean that they plan for all children to develop their vocabulary effectively. Every opportunity is taken to practise writing and reading. Parents of children who are learning English as an additional language say they are delighted with their children's progress. That said, most children are not on course to meet the early learning goals in communication, language, and literacy by the end of the Reception year.

MATHEMATICAL DEVELOPMENT

Provision is **very good**.

Main strengths and weaknesses

- Lots of repetition of number rhymes helps the children to count up to ten and recognise larger numbers confidently.
- The staff ask children questions to promote an awareness of simple mathematical language.
- Imaginative activities inside and outside develop children's problem solving skills.
- Construction apparatus is carefully used to develop an awareness of shape.

Commentary

55. When the children first start school, most have little idea of number. From this low starting point, a high priority is placed on developing their mathematical skills. A particular strength of the teaching in this area of learning is the seemingly effortless planning that ensures the activities are relevant to children's interest and experience. As a result, these activities seem to generate a high level of enjoyment. In both the nursery and the Reception classes, this aspect is taught successfully but most children are unlikely to attain the early learning goals before they move to Year 1. The nursery staff skilfully reinforce counting and an awareness of number through play activities. For instance, asking children questions such as, 'How many are there?' There are lots of opportunities for rote counting and regular number rhymes to reinforce learning. By the time they move to the Reception classes, they have made good progress but most are still at an early stage of their mathematical development.

56. In the Reception classes, children use a variety of tools for mathematical investigation. For instance they use scales, different sized bottles and triangle shapes to make a hexagon. They

record their findings as simple charts. In one class, the children had recorded on a large chart the number of times their spinner had spun. In their role-play activities they develop an awareness of numbers being useful in every day life. A good example of this is the 'Garden Centre' where children begin to understand using money and giving change. They make very good progress in exploring pattern and shape and in sorting different objects. In one Reception class during the inspection, children were entering simple data onto the computer after a class survey discovered the children's favourite pets.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **very good**.

Main strengths and weaknesses

- There is a wide range of stimulating play activities for children to explore the wider world.
- Curiosity is successfully promoted through imaginative play.
- There are lots of opportunities to observe birds and natural objects, such as watching seeds growing.
- Children are confident to make models and to use simple tools.
- Children use computers confidently.

Commentary

57. Most children enter the nursery with very limited life experiences beyond their own home environment. This very successful provision helps to compensate for children's lack of experience. It effectively reinforces children's growing awareness, and develops their curiosity through a wide range of stimulating activities. Through consistently very good quality teaching, the children develop a better understanding of the world in which they live. In both the nursery and Reception classes, the rich and stimulating environment and the wide range of indoor and outdoor activities support children's natural curiosity and generate enthusiasm. For example in one Reception class, photographs of children making models were enhanced with children's comments, written underneath by the staff. One little boy had commented, 'A special robot that can cut tins. It had to be kept under control – could only find one screw that would fit.' In the nursery, children control the computer mouse with considerable skill from an early age. They confidently follow a story listening with headphones to the commentary. Members of staff encourage children to observe and discover similarities and differences between different natural objects. The children plant seeds and use a magnifying glass to observe the developing shoots. Children's imagination is successfully developed through innovative activities such as the 'Frog Exploration Box'. This is a plastic tank full of earth and pieces of bark with toy plastic frogs, which develops the children's curiosity and imagination.

58. The staff are keen to foster children's everyday curiosity, for instance looking out for insects. In the Reception classes, children make close observations of flowering plants. They learn how to plant them carefully and know the importance of water in promoting growth. This very good provision ensures the children are on course to meet the early learning goals for this aspect.

PHYSICAL DEVELOPMENT

Provision is **very good**.

Main strengths and weaknesses

- There are lots of stimulating and imaginative activities, which are planned to develop children's physical skills in play areas outside the nursery and Reception classes.
- A wide range of learning opportunities encourages children to handle tools, objects and malleable materials.

- Children safely use a wide range of large and small apparatus.

Commentary

59. The very good provision in the nursery ensures that children have many opportunities to extend their physical skills. They gain hand control through regular activities that involve painting, making things, building, gluing and sticking. They regularly use simple tools to attach construction materials while building models, such as helicopters with rotating 'blades'. The children have a wealth of seemingly effortlessly planned opportunities. They make good progress, gradually increasing their skills so that they attain the early learning goals for this aspect of the provision. Suitable large equipment is provided for children to climb, slide, and balance. Children pedal and steer with accuracy, and move and stack large construction blocks confidently. In the Reception classes, members of staff provide good opportunities to develop children's skills and improve their co-ordination and develop their imagination. They provide a soft surface, space and suitable equipment. The use of small apparatus helps children to develop throwing, catching and aiming skills. They like to run about and use wheeled toys in the outside play area. They climb and balance, run and jump and use a sand timer to ensure they do not dominate the apparatus.

CREATIVE DEVELOPMENT

Provision is **very good**.

Main strengths and weaknesses

- There is a wealth of creative learning opportunities for children.
- Role-play is particularly effective in encouraging children to use their imagination.
- There is a wide range of colourful materials available each day for children to use as they make models and paint pictures.
- Dressing up and pretending is a favourite pastime in the nursery and Reception classes.

Commentary

60. Children have many and varied opportunities to be creative and attain all that is expected of them in creative development by the time they join Year 1. There is a sense of fun in the nursery as children explore colour and texture under the skilful guidance of an adult. For example, children rolling a painted ball in a box were encouraged to watch the effect of colour change as two or more colours merged. There is a wide range of coloured materials in each class for model making and creating collage pictures. The indoor role-play areas contain some attractive costumes and props that encourage the children to act out familiar experiences from their lives. The staff are imaginative and innovative. They try hard to capture the children's attention with new ideas. For example, a Reception teacher encouraged the children to write letters to the class Care Bear to see how important it is to be able to communicate through writing. Reception children love to dress up in fancy hats with garlands of flowers around their necks. They visit their 'Garden Centre' and delight in choosing pot plants. Children enjoy singing a wide range of songs, and sometimes their singing is impromptu. The Reception children have also designed and made their own musical instruments. They love to perform to a large group, and even have a simple stage for their performances in the shared play area adjacent to the Reception classes.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The teaching is very good. Teachers use lively and imaginative strategies to involve the children. The emphasis on speaking and listening develops children's understanding very well.
- Rigorous assessment and good teacher knowledge of what the children need to do to improve their work ensure that children achieve very well and attain high standards in writing.
- The way in which the school teaches reading is very successful. The very good books that children read ensure both boys and girls are well motivated.
- Good additional programmes ensure the children with learning difficulties do not fall significantly behind their peers.
- Overall, book resources are very good, but there are limited dual language books.

Commentary

61. National test results show that, at the end of Year 6 in 2003, children's standards were in line with standards across all schools nationally. In comparison with similar schools, the results were very good. Comparison with the levels achieved by the same group of children at the end of Year 2 shows that the school enabled these children to make very good progress. Observations in lessons and scrutiny of children's work shows that the standard in the current Year 6 is above average for the age group.

62. In comparison with all schools nationally, Year 2 children are working in line with the levels expected for their age in writing, but in reading they are a little below national expectations. In comparison to similar schools, they are doing well in both reading and writing. As many children do not achieve the standards expected for their age when they enter Year 1 from the Reception class, this shows that the school ensures the children make good progress across both key stages. The school has been successful in making improvements since the last inspection when standards were judged to be below average in both key stages.

63. In writing, all children achieve very well. The basics of grammar, spelling and handwriting are taught well and, by the time they are in Years 5 and 6, the majority of the children understand technical grammatical features which they identify in their reading and use to good effect in their writing. There is a wide range of interesting learning opportunities with very good links made to other subjects, so that children are writing for a purpose and they use their knowledge and understanding of other subjects to make their writing lively. For example, children in Year 2 write lively accounts of historical events and show good stamina for writing at length. By the end of Year 6, the higher attaining children write very well in a variety of styles, informal and formal, using complex sentences and well-chosen words and phrases to gain the attention of the reader. This is especially noticeable in the work of the most able children. Handwriting is well taught throughout the school and, by the time the children leave at the end of Year 6, the majority have well-formed, fluent handwriting. This is not the case with the children who do not attend often enough. Examples of their work seen showed their handwriting was often untidy.

64. In reading, there is a very good and very effective approach to teaching. The children learn to read from a wide range of well-chosen, good quality books by renowned children's authors. The impact of this is seen in their positive attitudes to reading. They are enthusiastic and concentrate well during the regular guided reading sessions. The effective well-planned programme is based on regular group reading time, good use of teacher assistants to support independent reading and regular, well-informed assessment. This ensures all the children make very good progress. The school ensures children learn to use letter sounds to build up words they do not know. There is

good support for the children who make a slow start to reading through an effective, well-taught reading recovery programme. For older children who struggle to make good progress there are additional programmes in Years 3, 4 and 5. Well-trained teaching assistants deliver these support programmes very effectively. Standards are slightly below national expectations in Year 2, where the children do not always use punctuation to make sense when they read aloud. In Year 6, standards are above national expectations. The school identifies that children struggle to 'read between the lines' in order to work out, for example, a character's motives. Drama techniques such as 'hot-seating' help them develop this deeper understanding. The highest attaining readers in Year 6 have a mature attitude to reading. They enjoy a range of fiction and non-fiction books, have preferred genres and favourite authors, including Phillip Pullman, Jacqueline Wilson and Lemony Snicket. The success of the school's approach to teaching reading is demonstrated by the positive impact it has on children's writing.

65. In speaking and listening, there is an effective well-planned programme to make sure the children's progress is assessed regularly. The school recognises the importance of speaking and listening and their links to the development of good literacy skills. As a result, the children achieve very well. As they progress through the school, they become more confident and fluent when speaking to the whole class. By the time they are in Year 6, higher attainers talk about their work using correct terms for parts of speech and descriptive effects, such as first and second person. They develop an argument and make succinct points. The majority of children have skills in line with expectations for their age.

66. The quality of teaching and learning is very good overall. Teachers make very good use of materials provided by the National Primary Strategy, especially 'Grammar for Writing' in Year 6. Very good opportunities for drama and oral work help children to rehearse what they want to write, and this gives them confidence to try different ideas. Teachers have high expectations and good understanding of the standards children need to achieve. This is because there is a very comprehensive assessment system for all elements of English. Teachers mark work positively, praising good efforts and making it clear to older children what they need to do to improve their work. The older children also assess their own and each other's work which enables them to gain a good insight into their learning.

67. English is well led and managed in a way that significantly helps to raise attainment and achievement. The co-coordinator is knowledgeable and enthusiastic. Resources are very good, with exceptionally high quality reading material to support group and guided reading. Computers are used well to support teaching and learning in English.

Literacy across the curriculum

68. There are very good opportunities for the children to use their skills in English across the curriculum. Very good links are made with other subjects, deepening the children's understanding through wide opportunities for writing, recording and research. Good reading skills help them to research other subjects using non-fiction books and from the Internet. Good writing skills enable them to tackle report writing in subjects, such as history and science.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- By the end of Year 6, the standards are very good.
- The subject is well led by an enthusiastic co-coordinator.
- There is good coverage of all areas of mathematics and children handle number with increasing confidence.

Commentary

69. Lessons in mathematics were observed in Years 1, 2, 3, 4 and 6. The work of all ages was scrutinised. In 2003, results in national tests taken by children aged 11 were well above average in comparison to similar schools, nationally. The school's overall performance in national tests for mathematics is much higher than at the time of the last inspection. This is because children of all abilities, including those with special educational needs or English as an additional language, make good progress as they move through the school. During the inspection, standards in Years 1 and 2 were judged as satisfactory, and standards by Year 6 were judged as very good. Teachers' planning is thorough, and regular tracking of children's learning enables teachers to provide tasks that are more closely matched to children's needs. Teachers mark children's work carefully and often provide constructive advice on how they can improve.

70. Lessons are well planned and teachers' subject knowledge is good. Their enthusiasm for the subject is infectious and children respond very positively to the activities planned. All lessons have a clear structure and the children are actively engaged from the start of the lesson. For example in a very good Year 6 lesson, children were challenged on their knowledge of square numbers and number bonds to 100, successfully promoting high quality thinking skills. They concluded this lesson starter with team games on their times tables. Every child participated and the pace and challenge set by the teacher was impressive. The main part of the lesson focused on the children studying mathematical statements. For example, 'Adding two negative numbers gives a positive number,' and then proving whether they were true or false by setting out the mathematical evidence to support their ideas. Children then came together to explain their answers and reasoning. The quality of thinking, and the range of vocabulary used by children of all abilities, was very high.

71. Children behave well and demonstrate very good attitudes in mathematics, especially when the quality of teaching and the pace of learning are high. The children's work shows that they take pride in their work and they can use a range of written methods to solve problems involving all four operations, addition, subtraction, multiplication and division. In a Year 2 lesson, children were able to add on in 10's up to 200 and use number bonds to 10 to solve more challenging problems; for example, by knowing that $3+7=10$, the children realised that $30+70=100$. A strength of many lessons was the way in which the teachers used a range of activities in order to take into account children's different learning styles.

72. The subject is well led by the new co-coordinator who has a clear vision for the future direction of mathematics through the school. Standards have improved since the last inspection due to teachers' increased knowledge of assessment, high expectations from the school's leadership, improved training and the provision of new resources. The co-coordinator, supported by the school's two assessment co-coordinators, effectively tracks children's progress and this ensures that they are challenged appropriately. Children's learning is very effectively supported by well-deployed teaching assistants who work closely with the class teachers to ensure that all children achieve as well as they can. In a Year 2 lesson for example, the whole class was exploring counting numbers on a number line and trying to solve problems such as $? + 6 = 10$. The small group receiving support from the teaching assistant was struggling with the problem, and she speedily introduced counters to explain the problem more clearly. All the children in the group quickly grasped the visual clues and solved the problems more quickly and confidently.

Mathematics across the curriculum

73. Mathematics is used effectively across the curriculum, especially in science, information and communication technology, and design and technology. This helps children to recognise that mathematics plays an important part in many aspects of their daily lives.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are very high, and children of all abilities achieve very well.
- The quality of teaching is very good and the children enjoy lessons and work productively as a result.
- The curriculum is rich and varied and links well with other subjects.
- Curriculum leadership is very effective and has an impact on standards.

Commentary

74. Standards in science have improved remarkably since the last inspection, particularly in the past two years. Last year, the results of the tests for 11-year-olds were very high in relation to other schools. Teacher assessments of seven-year-olds reflected similarly high standards. A particular feature of the results was that the majority of seven- and 11-year-olds reached the higher levels 3 and 5 appropriate to their age group. The inspection confirmed that standards remain high by the time the children leave the school. Analysis of work however, suggests that fewer seven year olds are working at the higher Level 3 this year. Children of all abilities achieve very well because of the very good levels of challenge and support.

75. The main reason for the high standards achieved is the consistently high quality teaching, which has improved significantly since the last inspection. Of the four lessons seen, three were very good and the other was good. Teachers are knowledgeable and enthusiastic about science, and constantly they encourage their classes to think as scientists in a range of interesting activities that draw on their impressive knowledge and understanding of scientific concepts. For example in a Year 6 lesson that looked at the properties of bread, the children were challenged to discover what factors caused yeast dough to rise the most. The children demonstrated a very good understanding of the principles of fair testing and changing variables. At the same time, the teacher maintained the pace of a long session by constantly stopping to consider predictions, clarify ideas, and reinforce scientific concepts. The teacher had very high expectations of children's work and behaviour. As a result, they increased their understanding of the properties of bread, collaborated very effectively, and achieved a great deal in the session.

76. Teachers also relate the science curriculum very skilfully to the experience of the class. In a Year 1 lesson for example, at the beginning of a topic on electricity, the teacher used questions very skilfully to draw out what the children already knew about electricity and sources of heat and light. She related this very carefully to health and safety issues and reinforced the children's understanding through the use of technical language. As a result, they were very focused and productive in the follow-up activity. The relevance of the topic was highlighted in the homework, which asked the children to write down what they did that evening involving electricity. A feature of all the science lessons was the very good relationships between teachers and children and the very effective classroom management. There is a real 'buzz' during science lessons and children clearly enjoy the subject and are very productive as a result.

77. The school offers the children a very rich science curriculum, which blends thorough coverage of scientific concepts with developing very good skills in scientific enquiry. The children are able to think creatively about science, test their ideas in a scientific way and present their ideas effectively in a range of interesting and creative ways. As a result, they make sense of their developing scientific knowledge in a range of practical situations. For example in a Year 4 lesson, the children were able to relate their quite detailed understanding of the parts of plants and their functions by carefully dissecting a daffodil. This delicate operation reinforced their knowledge and understanding considerably. There are some very good and developing links with other subjects, particularly information and communication technology and design and technology. In Year 3 for

example, work on pneumatics and hydraulic systems drew heavily on the children's understanding of forces. Control systems being used to programme traffic lights in Year 5 required the class to use their knowledge of electrical circuits.

78. Curriculum leadership is very good. The co-coordinator is very enthusiastic and knowledgeable and has a clear vision for the development of the subject. Standards have risen dramatically because the school had identified gaps in knowledge and understanding at the expense of scientific enquiry. The school has addressed this very successfully by providing a very interesting practical curriculum supported by very rigorous teaching of knowledge, skills and understanding. The co-coordinator is not complacent, however, and has plans to review the already very good assessment procedures and to develop the pond and wildlife area. There are also plans to develop a science club and to provide even more for the gifted and talented through a project with the local education authority.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- There is very good teaching and learning.
- The subject leadership is very good.
- The standards have risen significantly since the last inspection.
- Information and communication technology is incorporated widely into other subjects.
- Resources have significantly improved since the last inspection.

Commentary

79. The last inspection judged standards as unsatisfactory in information and communication technology. This is no longer the case. Standards are now well above average, and this improvement is due to the hard work and expertise of the subject co-coordinator who sets a very good example to her colleagues. The levels of confidence and competence of the whole staff have grown significantly and this has contributed positively to the progress that children are making. Information and communication technology is now taught in an integrated way and the extensive resources are being used effectively.

80. In Year 2, children can log on, open selected software, use on-screen commands and use the keyboard and mouse accurately. For example, in a lesson based on the map of an island, they could add extra features including rocks, houses and mountains, and give reasons for their choice of colour. They could also explain that their lines helped indicate the shape of the land and how rivers flowed from high ground, clearly linking their work and their geographical understanding.

81. In a Year 4 class, children used a search engine to locate images of William Morris' wallpaper designs. They then selected a preferred design and downloaded it into different software in order to explore how to make different geometric patterns and designs. They flipped or rotated the images to make a continuous pattern across the screen and, in doing so, discovered new patterns. This was a very good lesson because children learned quickly and achieved high standards of work. They worked well together, helping their peers when problems occurred, and they discussed their designs using good descriptive vocabulary. The strong links to art and design and mathematics enhanced their learning further. In an English lesson, children created their own video of television adverts that they had devised as part of their studies on persuasive language. As part of a visit to Hampton Court Palace, children designed newspaper front-pages about the events surrounding the life of Henry VIII as well as designing information leaflets for future visitors. When these were sent to the palace's education adviser, the children received a letter praising them for the quality of their work.

82. By Year 6, most children are very confident in the use of a range of information and communication technology, including computers, digital cameras and calculators. They can access the Internet to test their mathematical skills in preparation for their national tests, and use spreadsheets to convert pounds sterling to a range of other currencies. They also present individual research outcomes using word processing, clip art, graphs and charts in a range of styles and formats. An example of this can be seen in their work on the Blitz where, as part of their history studies, the children used a range of sources to produce very good information booklets on the life in the Second World War.

83. The quality of teaching is very good, and the subject co-coordinator supports other teachers very effectively. They are confident in the use of the computers in their classroom, and more teachers are beginning to use the interactive whiteboards to demonstrate ideas and to model how to set out work, solve problems in mathematics and to demonstrate examples of good work. With the provision of 15 laptops for teachers, which are also used by the children, it is now possible for whole classes to use laptops in their own classroom. This allows them to apply their information technology skills to other subject areas, for example in creating a PowerPoint presentation promoting a new sports shop.

84. A significant programme of training has contributed to the rise in standards since the last inspection, and more detailed planning within subjects and across the curriculum is paying dividends. Teaching assistants are increasingly deployed to support individuals or small groups of children, both within the computer suite and in the classroom. They work closely with the class teachers to ensure that the tasks are suitable for children with special educational needs and those with English as an additional language. Planning is informed by regular assessments, and lessons are designed very effectively to build on prior learning.

85. The subject co-coordinator has a clear vision for the future development of information and communication technology which includes the provision of new software in music, more opportunities for children to use data logging sensors and to establish email links to others schools in other countries, for example in Sweden.

Information and communication technology across the curriculum

86. The school's use of ICT in other subjects is very good throughout the school. This is a strength of the subject. Every opportunity is taken to use computer skills to enhance different subjects.

HUMANITIES

87. Two lessons were seen in geography, but none in history. Children's work and displays around the school were also scrutinised. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from the scrutiny of children's work that they make good progress as they move through the school and that standards in history and geography are good. This is an improvement since the last inspection.

88. In **geography**, Year 6 children know that the world is separated into continents, and they can describe how mountains are formed. In a study of volcanoes they can identify the main features of a volcano and provide good explanations as to why volcanoes and earthquakes occur in particular places on the earth's crust. In Year 5, children developed a range of good geographical questions about the water cycle. Questions such as, 'How do rivers form?' and 'Why do we need rivers?' demonstrated that children were thinking carefully about how to research into a geographical topic and go beyond learning simple facts. Children were able to produce PowerPoint presentations on the water cycle using word processing and downloaded images from the Internet to illustrate their work. Similarly, they used the Internet and CD-ROMs to undertake research on India, and raised questions about population, religion, climate and India's location in the world.

89. In Year 4, children studied the theme of 'Settlement', and made decisions regarding where to locate a settlement on a map after asking questions about soil types, landscape and defences. The children could identify the principal countries of Europe and use directions to locate places on a map of the UK. They colour-coded areas of a map of New Addington, highlighting the different services available in their local area. This was supplemented by a visit to Croydon in order to undertake a shop survey and to create a display including graphs and charts of their results. In Year 3, children studied the British Isles and the world's main climate features, accurately linking climate to particular ecosystems such as hot deserts, cold deserts and rain forests.

90. In Year 2, children accurately annotated a computer map of an island with features such as rocks, mountains, cliffs and rivers, as part of a lesson in information and communication technology. Most could explain that rivers flowed from high ground and that the sea became darker as its depth increased. In Year 1, they studied different types of houses from places around the world including Singapore, India, Austria and Hong Kong. They labelled images of the houses, describing house shape and the building materials used.

91. In **history**, it is clear from the evidence available that history enriches all children's experiences and learning within the school. The colourful and informative displays highlight the enthusiasm with which the subject is taught and the enjoyment and interest of the children. For instance, Year 6 children undertook detailed research into life in Britain during the Second World War. Focusing on the Blitz and Evacuation they used a range of resources to ask historical questions about people's experiences. These included an interview with a local resident who provided a rich and colourful account of her experience as an evacuee. They created newspaper front-pages equivalent to those of the time and included contemporary style adverts for rationing and public information. Some children extended this further by writing accounts of how the origins of the Second World War could be linked to the outcomes of the First World War. Overall, the children's knowledge, understanding and quality of work were of a very high standard.

92. Children in Year 4, as part of their studies of the life of Henry VIII, studied the impact of his divorce of Catherine of Aragon in favour of Anne Boleyn. They designed and created newspaper accounts of the events of the time, and presented views of these events taken from different standpoints. Headlines ranged from 'Henry Destroys Catholic Church' to 'Henry in Love!' Following a visit to Hampton Court Palace, the children, using information and communication technology, created high quality leaflets about the palace, including guides for new visitors. Children also made puppets as part of a drama re-enactment of the Spanish Armada, and used digital and video cameras to record their work. Children in Year 2 produced some thoughtful and colourful work on the Great Fire of London depicting how the fire started and devastated the city. They also have a clear understanding of some aspects of past times and how these differ from their own lives.

93. Opportunities for links with other subjects are used to the full as history is effectively linked through information and communication technology, art in studies of William Morris, mathematics in the use of time-lines, design technology and through literacy, music and drama.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teachers have a good understanding of the syllabus.
- In the best lessons, topics are interesting and they successfully capture children's attention.
- Children show respect for other people's religions and they successfully learn about six world faiths.
- There are good resources.

Commentary

94. Out of the four lessons seen, two were very good, one good and one other lesson was satisfactory. Children are attaining appropriate standards, which are in line with the requirements of the locally agreed syllabus. In most lessons they achieve well and, in the best lessons, their attitudes are very good. In these most successful lessons, the teachers provide the children with interesting activities. A good example of this was in Year 6. The teacher had given the class early morning work to research from a topic worksheet on Buddhism. There was a class shrine to create atmosphere, and lots of opportunities for the class to discuss their findings. When the lesson progressed, the children acted out the story and discussed the Wesak festival, which celebrates the Buddha's birth, enlightenment and death. The class was enthralled and very respectful. In another very good lesson in Year 4, the teacher made the lesson interesting for her class by having plenty of pictures and Internet resources to show the inside of a Mosque. Reference books were used effectively and the teacher asked challenging questions to constantly check the children understood the topic. In a good lesson in Year 3, the teacher successfully motivated the children by commencing the lesson with a well-chosen book. She effectively linked the Christian story of the creation with global issues and protecting the environment. In a satisfactory lesson in Year 2, the topic did not sufficiently capture the children's attention, and the start of the lesson was very noisy. The class was restless and it took some time for them to settle down. Despite this, the children successfully answered the teacher's questions and demonstrated they had a good understanding of Hinduism.

95. The school has an enthusiastic subject co-coordinator who willingly advises members of staff about topics in the locally agreed syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Children of all abilities achieve well.
- The quality of teaching is very good, and children participate with enthusiasm as a result.
- Throughout the school, children sing beautifully.
- The steel band is outstanding and is renowned throughout the area.
- Curriculum leadership is excellent and has done much to improve standards and provision.

Commentary

96. Music permeates the life of the school and is seen in the very good quality music curriculum, the delightful singing throughout the school, and the Steel Band. Attainment in performing, composing and appraising is above average by the time children leave the school and have improved since the last inspection. Children of all abilities, and those who are learning English as an additional language, achieve well because of encouragement and very good support. Those with particular talents are identified and provided with additional support. For example, during a Year 1 lesson taken by the specialist music teacher, the class teacher took one child for additional piano lessons. Some children with musical talent are to attend a workshop organised by Croydon Local Education Authority shortly.

97. Standards are high primarily because of the quality of teaching and the enthusiasm of staff for the subject. In all four lessons seen, the teaching was of high quality and, in one case, outstanding. This quality is enhanced in Years 1 and 2 by some very effective specialist teaching. For older children, the problem of slower progress because of the lack of subject expertise of some teachers, highlighted in the last inspection, has been addressed. A number of staff have musical

expertise, and there is a good scheme of work to support the less confident members. As a result of the very good teaching, children really enjoy music lessons and feel confident to have a try whether it be singing or composing.

Example of outstanding practice

An excellent music lesson that captured the children's attention and enhanced their learning.

For people who think that it is difficult to get children to sing, this Year 4 lesson was the lesson for them. Forget the shy and retiring, forget the reluctant boys. By the end of this hour-long lesson, the children were still buzzing and clamouring for more! Singing the attendance register in a variety of languages set the scene. At the beginning of the lesson the teacher emphasised the importance of the business by a series of fun breathing, facial exercises and warm up songs, which the children were invited to lead – 'Have you got a high voice?' or 'Have you got an Italian voice' as one child imaginatively suggested in an exquisite accent. On to the serious business. The children revisited 'song for joy' from the previous week, which they sang very tunefully and with the level of enthusiasm suggested by the title. Then the new song for this week, 'Everybody loves Saturday Night' a song from Ghana. The children listened very carefully and then offered some interesting appraisals of the song involving phrasing and high and low notes prompted by skilful questioning. Then on to the singing of the song with developing confidence and enjoyment in unison, and then in the round. The children volunteered to perform either individually or in groups, prompted by the 'You can do it' encouragement of the teacher. The sense of achievement felt was reflected in the beaming faces. Then on to the percussion. The children had a go at accompanying the singing using the steel drums and finally recorded their efforts to the accompaniment of the steel drum teacher. This was an excellent lesson enjoyed by all.

98. Teachers encourage children of all ages to play tuned and untuned instruments with increasing control and rhythmic accuracy. They also encourage them to create compositions within existing structures. For example in a Year 6 lesson, the class worked very effectively in groups to vary the rhythm of a South American song. The children recorded their variations using musical notation. The children are taught to appreciate and appraise a wide variety of music. For example, during the inspection they were exposed to music as diverse as Bob Marley, Andean pipe music, folk songs from Ghana, Aboriginal greetings songs and the theme from 'Friends'!

99. Standards in singing are particularly high. Children of all ages sing with great joy, clear diction and control. They sing extremely tunefully in unison and in the round. This is evident in assemblies and class music lessons. For instance, a junior assembly ended with the children singing 'Count Your Blessings' in three parts. All staff work hard as role models in singing activities and the children follow their lead. Children are keen to sing in front of their peers in groups, pairs and sometimes on their own. They enjoy singing and singing assemblies, in particular, are uplifting occasions.

100. There is a wide range of additional activities to enhance the music curriculum. There are choirs in Years 5 and 6 and the children in Years 2 and 5 take part in the Croydon Music Festival each year. There are additional singing opportunities with a professional singing teacher for older children. Finally, the Year 4, 5 and 6 classes have the opportunity to play in the widely renowned and impressive steel band. A large number of both girls and boys play and the Year 6 band performs at a variety of local events. Last year they took part in the Notting Hill Carnival and were awarded a prize. The school has invested heavily in this provision through employing a teacher one day each week, who also teaches drums.

101. Leadership in the subject is very good. The co-coordinator is knowledgeable and passionate about the subject. She is well aware of the strengths and weaknesses in the school's provision, and has brought about many improvements. There are now close links with other subjects, notably in literacy. She is now keen to link music more extensively with information and communication technology, and the school has invested heavily in a new mini recording studio and public address system.

102. **Art and design, design and technology and physical education** were sampled during the inspection. It is clear that the creative, practical and aesthetic subjects in particular have a high profile in the school and considerably enrich the experience for the children. The quality of art display

creates a stimulating environment for children and visitors alike. Only one lesson was seen in **art and design**, and none in **design and technology**. In **physical education**, only two lessons were observed, one in the infants and one in the juniors. This made it impossible to judge the quality of the provision throughout the school or the standards attained. In each subject inspectors held discussions with the relevant subject leaders.

103. In **art and design** there is wide range of displays of work of quality in different styles and media around the school. From this evidence it is clear that the children achieve well and reach standards that are above average. In the one lesson seen the quality of teaching was very good. This represents an improvement from the last inspection. Children are taught a wide variety of techniques and skills, and apply these from experience or from their imagination. In the lesson seen, the teacher had enabled children to produce detailed pen and ink drawings based on the work of Charles Keeping, related to the descriptions of the Knight and the Miller from the Canterbury Tales. As a result of the successful teaching, children built up a technical vocabulary of tone, line and effect with which to appraise and improve their work. The effective curriculum leader has worked hard to develop and adapt a scheme of work that is flexible to the school's needs and supports class teachers effectively.

104. The children are encouraged to work in the style of a wide range of artists to create their own work. For example, in Year 2 the class had recreated Georgia O'Keeffe's 'Poppies' with great skill in paint and collage. In Year 3, the children had been inspired by the work of Degas to create pictures using delicate shades of the same colour. In Year 4, the class used different Seurat pictures to experiment in large scale with the technique of 'pointillism'. This had also been linked with a literacy theme when the class had assumed the character of one of the people depicted in the picture. This is an example of the strong links with other subjects, notably literacy. Another example was in the evocative charcoal drawings of 'Flannan Isle' in Year 6. Very good cultural links are also made, for example, through the Islamic Prayer mats designed on the computer in Year 4 and the Aboriginal art in Year 2.

105. In **design and technology**, the work displayed around the school and in the school's portfolio indicates that standards are above average and this means that the children achieve well. This represents a considerable improvement on the last inspection. Evidence from the portfolio indicates good progression in all aspects of the design and make process. Children track the process with the use of process diaries, which enable them to analyse likely problems and generate ideas for solutions before embarking on the making process. They are taught a wide range of cutting and shaping activities using a variety of tools before analysing their products at the end.

106. This process has been applied to other projects throughout the school. For example in Year 2, children had designed sock puppets for performing on an improvised stage. They were finished to quite a high standard. Year 4 produced delightful pop-up books and Year 5 had been involved in food technology, designing and making biscuits. In Year 6, fairground rides had been designed to a high specification using control systems and complex circuits. Leadership in the subject is excellent and has moved the school on considerably in a relatively short space of time. The quality of work is acknowledged by Croydon Local Education Authority, who plan to use the school as an exemplification of standards in design and technology in the borough.

107. On the first two days of the inspection, inclement weather meant that teachers had to change their **physical education** lesson plans and adapt their lessons to suit indoor games. This was the case in a satisfactory lesson in Year 5. The teacher had planned to reinforce children's throwing and fielding skills. She successfully promoted good ball skills using soft balls. The children were very lively and excited, and the class was noisy at times. The teacher had to repeatedly stop the lesson to quieten the class. Despite this, children attained standards which were in line with national expectations for their age group. Their achievement was, however, only satisfactory. In a very good lesson in Year 1, the children achieved very well because, right from the start, the teacher had very high expectations. Children were energetic and they seemed to enjoy the activities. The teacher gave the children lots of opportunities to discuss their work with a partner. For instance, she encouraged them to think about the previous lesson and remember the skills they had learned. She

also gave them time to evaluate their own and others' performance. In this lesson, the behaviour and attitudes were very good.

108. The school has a very enthusiastic subject co-coordinator. She ensures all aspects of the subject are taught. This includes gymnastics, dance, games, athletics, swimming and outdoor and adventurous activities. During the inspection a sports club was taking place for children from Year 5. The aim of this club is to help some challenging boys to control their anger. There are also competitive games of football and netball, which are played with local schools. The school has an annual sports day and there is annual residential camp for Year 5 at Biggin Hill. This gives the children the opportunity to take part in outdoor and adventurous activities as well as encouraging teamwork.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **very good**.

Main strengths and weaknesses

- The school gives the subject high status and has developed a cohesive approach.
- Children have plenty of opportunities to develop a strong sense of responsibility as they move through the school.
- The addition of citizenship to the curriculum further enhances children's analytical and critical skills.

Commentary

109. The school has given personal, social and health education a high status by making it happen through all aspects of school life as well as through discrete lessons, and by developing in children the 'Four Keys' that encapsulate its ethos: confidence, getting along, organisation and persistence. Inviting the Life Education Caravan to cover drug awareness, a dental nurse to talk about oral hygiene, a nurse to contribute to sex education and fire fighters to discuss safety issues raises the profile of the subject and makes children treat it seriously. The variety of methods employed by the teachers, such as circle time discussions, role-plays, paired work, drama and reading stories, maintain children's high levels of interest.

110. Children develop a good sense of community and citizenship right from Year 1, where the emphasis is on healthy lifestyle and helpful and respectful relationships, as reflected in the displays of children's work seen and notices in the dining hall: 'Please make sure cutlery are pointing upwards, then they can be washed properly', teach children they have responsibilities and that their actions have an impact on other people's work. Good behaviour and good manners are rewarded with sitting at the 'top table'.

111. Year 6 children understand that citizenship lessons help them to form opinions and make informed choices by developing analytical and critical skills. In a stimulating Year 6 lesson delivered at a fast pace through a variety of methods, children could distinguish between needs, wants and rights, and could relate their experiences to those of people in other times or other places. Through learning about the work of UNICEF, they clearly understood that rights are linked to responsibilities. In another Year 6 lesson, children explored the different levels of patriotism and understood that an excess of patriotism could lead to racism, as illustrated by the Second World War story read by the teacher who then led the discussion with good questioning skills that elicited answers without prompting.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).